

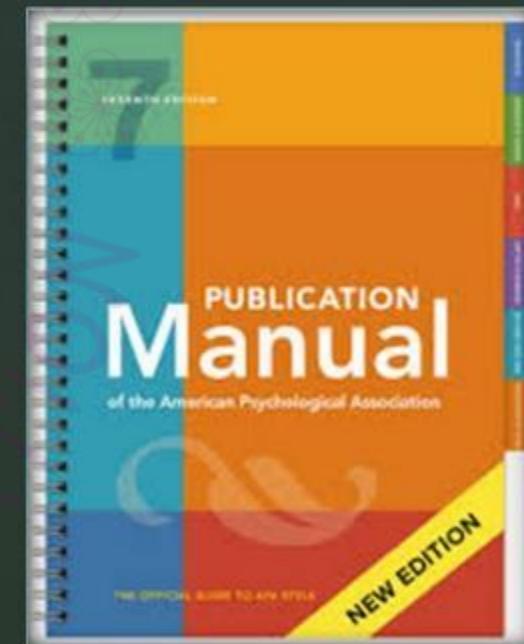


護 理

Publication Manual of the American Psychological Association
Seventh Edition (2020)

美國心理學會出版手冊

論文寫作格式七版



台灣護理學會 製作

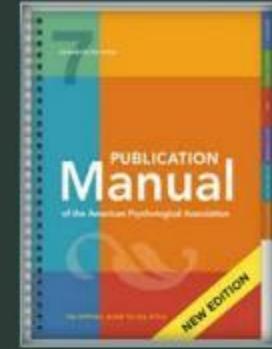


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► 範例

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<https://doi.org/10.1097/jnr.0000000000000349>

胡文郁、張雯雯、張榮珍、唐嘉君、蕭淑銖、呂宣欣（2020）・全球健康議題與護理研究之國際趨勢・*護理雜誌*，67（2），13–21。

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簡莉盈、劉影梅（2017）・實證護理學導論（三版）・華杏。



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★範例

Balsam, K. F., Martell, C. R., Jones, K. B., & Safren, S. A. (2019). Affirmative cognitive behavior therapy with sexual and gender minority people. In G. Y. Iwamasa & P. A. Hays (Eds.), *Culturally responsive cognitive behavior therapy: Practice and supervision* (2nd ed., pp. 287-314). American Psychological Association. <https://doi.org/10.1037/0000119-012>

林元淑、黃靜微（2017）・新生兒及其護理・於陳月枝總校閱，**實用兒科護理**（八版，38–112頁）・華杏。



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原著作者（翻譯出版年）・翻譯書名（譯者；版次）・出版商。（原著出版年）

► 範例

Bickley, L. S., & Szilagyi, P. G. (2017). 最新貝氏身體檢查指引（劉禹寧譯；11版）。合記。（原著出版於2013）

► 於內文引用之寫法

（原著作者，原著出版年/翻譯出版年）

► 於內文引用之範例

（Bickley & Szilagyi, 2013/2017）



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作者姓名（西元年，月日）・報告名稱（文件號碼）。網址

► 範例

National Cancer Institute. (2018). *Facing forward: Life after cancer treatment* (NIH Publication No. 18-2424). U. S. Department of Health and Human Services, National Institutes of Health. <https://www.cancer.gov/publications/patient-education/life-after-treatment.pdf>

衛生福利部疾病管制署（2020，4月14日）・中央流行疫情指揮中心訂有「**COVID-19（武漢肺炎）住院病人分艙及雙向轉診建議**」，籲請醫界朋友落實執行（疾病管制署致醫界通函第427號）。

<https://www.cdc.gov.tw/Bulletin/Detail/rRy3FP5tFZgijnCguVvZoQ?typeid=48>



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內文引用時， 作者的寫法

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範例

- ① 內文：we review M. A. Light and Chen (2008) and R. Light (2006)
- ② 中文舉例

參考文獻：

林玟華、陳志軒、徐畢卿 (2017) . 正念在快樂與心理健康促進之應用 . *護理雜誌*, 64 (4), 97-103。

林瑞祥、李佩芬 (2018) . 從獨白到對話—糖尿病自我管理教育的演變 . *護理雜誌*, 65 (5), 20-26。

本文引述：

由林玟華、陳和徐 (2017) 及林瑞祥、李 (2018) 文獻指出...



其他

➤ 格式 *UpToDate*

Author, A., & Author, B. (year). Title of article. *UpToDate*.

Retrieved date, from

<https://www.uptodate.com/contents/title-of-article>

➤ 範例

Morey, M. C. (2019). Physical activity and exercise in older adults. *UpToDate*. Retrieved May 12, 2020, from <https://www.uptodate.com/contents/Physical-activity-and-exercise-in-older-adults>



圖表

► 範例 Table Titles

Table Quality	Example table title	
Too general	Relation Between College Majors and Performance	太籠統
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Effective	Mean Performance Scores of Students With Different College Majors	剛剛好

► 聲明

本檔案圖表(圖表一至圖表四)皆取自
American Psychological Association. (2020). *Publication manual of the American Psychological Association* (7th ed.). <https://doi.org/10.1037/0000165-000>



圖表一

範例 Sample Demographic Characteristics Table

Table 1

Sociodemographic Characteristics of Participants at Baseline (N = 150)

Baseline Characteristics (居中)	Guided self- help		Unguided self-help		Wait-list control		Full sample	
	n	%	n	%	n	%	n	%
Gender								
Female	25	50	20	40	23	46	68	45.3
Male	25	50	30	60	27	54	82	54.7
Children ^a	26	52	26	52	22	44	74	49.3
Employment								
Unemployed	3	6	5	10	2	4	10	6.7
Student	8	16	7	14	3	6	18	12.0
Employed	30	60	29	58	40	80	99	66.0
Retired	0	0	2	4	0	0	2	1.3
Previous psychotropic medication ^a	6	12	13	26	11	22	30	20.0

Note. ^a Reflects the number and percentage of participants answering "yes" to the question.



範例 Sample Properties of Study Variables Table

圖表二

Table 1

Psychometric Properties for DLOPFQ Scales and Subscales

Scale(居中)	M	SD	Range	Cronbach's α
Identity total score	86.6	28.0	28-155	.94
Work Identity	41.6	13.3	16-76	.88
Social Identity	45.0	15.7	14-84	.91
Self-Directedness total score	91.2	26.5	34-151	.92
Work Self-Directedness	44.9	13.5	16-76	.85
Social Self-Directedness	46.3	14.3	17-80	.86
Empathy total score	29	58	40	.80
Work Empathy	49.9	8.2	20-72	.72
Social Empathy	51.9	8.6	28-76	.77

Note. The *Diagnostic and Statistical Manual of Mental Disorders* (5th ed.) Levels of Personality Functioning Questionnaire (DLOPFQ) we developed had four scales (Identity, Self-Directedness, and Empathy, each with subscales for work and social domains.



圖表三

範例 Sample Correction Table for Two Samples

Table 1

Intercorrelations for Study Variables Disaggregated by Gender

Variable(居中)	1	2	3	4
1. Grade point average	—	.49**	.35**	-.05
2. Academic self-concept	.35**	—	.36**	.02
3. Teacher trust	.49**	.35**	—	.20**
4. Age	.10	.21*	-.15	—

Note. The results for the female sample ($n = 199$) are shown above the diagonal. The results for the male sample ($n = 120$) are shown below the diagonal.

* $p < .05$. ** $p < .01$.



圖表四

範例 Sample Factor Analysis Table

Table 1

Results From a Factor Analysis of the Parental Care and Tenderness (PCAT) Questionnaire

PCAT item (居中)	Factor loading		
	1	2	3
Factor 1: Tenderness-Positive			
22. A child blows you kisses to say goodbye.	.85	-.02	-.01
16. A newborn baby curls its hand around your finger.	.84	-.06	.00
Factor 2: Liking			
5. I think that kids are annoying.	-.01	.83	-.03
11. I don't like to be around babies.	.11	.72	-.01
Factor 3: Protection			
7. I would hurt anyone who was a threat to a child.	-.13	-.02	.68
15. I would sooner go to bed hungry than let a child go without food.	.46	.03	.36

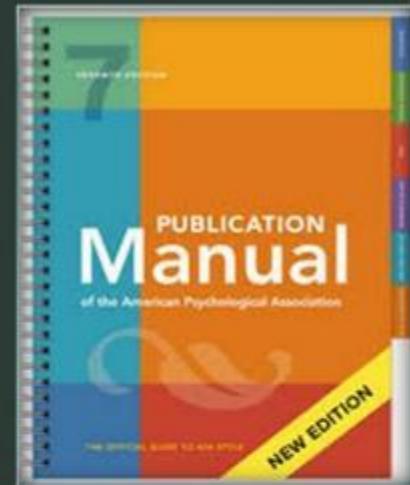
Note. N = 307. Factor loading above .30 are in bold.

若表中有使用粗體，須註明其意義



聲明

按以往經驗，美國心理學會在出版 APA 第7版一年內，會陸續勘誤，故本會亦將執行滾動式修正；若有疑義，以美國心理學會出版品為主。



Reference

American Psychological Association. (2020). *Publication manual of the American Psychological Association* (7th ed.). <https://doi.org/10.1037/0000165-000>

網路資源

<https://apastyle.apa.org/products/publication-manual-7th-edition/>

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